



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Daniel Cox
Grade Level: 9 - Diploma

Date of Lesson: Lesson 6
Topic: Civil War and Reconstruction

Objectives

Student will understand that the Reconstruction effort had lasted longer would the freed slaves have achieved full equal rights before the 1960's.

Student will know with continued efforts around the world for full equal rights and looking back at our own struggle, what could the United States have done differently and what lessons can be learned by others.

Student will be able to view the events of the Reconstruction era and compare and contrast them with the events currently taking place in Iraq and Afghanistan and locate any similarities and differences.

Maine Learning Results Alignment

History

Historical Knowledge, Concepts, Themes, and Patterns

Grade 9- Diploma

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy ideals and institutions in the world.

b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the world and the implications for the present and future.

Rationale

This lesson will meet the Maine Learning Result through the information given to students as we discuss the Reconstruction era. Students will have knowledge of the many facets of Reconstruction from both the Union and former Confederacy. The instruction will include examples of issues from that time period as well looking at the Iraq conflict and understanding any parallels that are occurring.

Assessment

Formative (Assessment for Learning)

Formative assessment will take the place of open-ended questioning after the hook. This will give the teacher the opportunity to judge what learning has already taken place and adjust the instruction accordingly.

Summative (Assessment of Learning)

The summative assessment will be in the form of a fill in the blank assessment. The responses will come from the lesson and the material covered in the readings. There will also be a short reaction type response to the Jim Crow Laws and Segregation.

Integration

English – class discussions, formative assessment, summative assessment

Technology – Internet searches for information regarding the Reconstruction era

Groupings

The students will be separated into groups based on their favorite pizza toppings: pepperoni, vegetables, cheese, or exotic. This will allow the students the opportunity to share

Differentiated Instruction

Strategies

Linguistic: Sorting into groups, classroom discussion, group discussions

Logical: Sorting into groups, examining the costs of sharecropping for the freed blacks

Spatial: Seeing the pictures on the screen, pictures of pizza toppings

Kinesthetic: Moving into groups, typing, internet research

Musical: Slave field song playing on entry

Interpersonal: Group sharing, class discussion

Intrapersonal: Reflective blog entry, short essay response on summative assessment

Modifications/Accommodations:

I will review students IEP, 504 or ELLIDEP and make appropriate accommodations. Students that miss any class instruction time will be responsible for contacting the teacher to receive any handouts and to ensure that the student is comfortable with the material covered. The student will be further responsible for getting any notes missed from a fellow student. If an assessment is missed the student will contact the teacher to ensure the assessment, or an alternative assignment, is made up as soon as possible to ensure the student maintains pace with the class.

Extensions

Students will write a blog entry about their reaction to the Jim Crow laws and the Black Codes that came out of the Reconstruction era and their impact of the lives of blacks until the 1960s. They also will be performing internet research on slave field songs with an attempt to obtain the lyrics from some of those songs. They will be attempting to find connections with modern era blues and the lyrics from the fields. The students will embed the links to the lyrics or song lyrics they find into their blogs so that the class can review them and visit the links.

Materials, Resources and Technology

Laptops-one per student
Wireless internet network
Textbook
Notebooks
Pens/Pencils
Syllabus
Blogspot.com
Student Blog Spreadsheet
Story map graphic organizer
Student manila folders
3x5 cards
Highlighters
LCD projector

Source for Lesson Plan and Research

[PBS Miniseries](#)
[Reconstruction timeline](#)
[Jim Crow Laws](#)
[Examples of Jim Crow Laws](#)
[Segregation](#)
[Andrew Johnson](#)
[Ulysses S. Grant](#)
[Radical Republicans](#)
[14th Amendment](#)
[15th Amendment](#)
[Sharecroppers](#)
[Compromise of 1877](#)

Maine Standards for Initial Teacher Certification and Rationale

Standard 3 - Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, social, and cultural development.

Rationale: This lesson will meet Standard 3 through the application of the Multiple Intelligence theory and the MEL model. The students will be encouraged to share ideas both in group work and in the larger classroom setting. They will also be given time to reflect on the material covered and share this through the use of a blog account and apply their own theory to the current affairs in Iraq and Afghanistan through looking back at the events of the Civil War.

- ***Standard 4 - Plans instruction based upon knowledge of subject matter, students, curriculum goals, and learning and development theory.***

Rationale: Students will be questioned prior to the initiation of discussion to gauge prior learning. This will help reduce teaching effort and ensure that the students are gaining the appropriate information without repetitive instruction.

- ***Standard 5 - Understands and uses a variety of instructional strategies and appropriate technology to meet students' needs.***

Rationale: Standard 5 will be met through the use of multiple technologies to engage and to challenge the students as they learn the lesson. The use of technology will start with the hook and the use of both music and a slideshow of images to motivate the students thinking about the time period following the Civil War. They will then be challenged to find slave field songs and compare them to modern music to note any comparisons. This will generate interest in both current music and the roots of other forms of music such as jazz and blues. The students will embed links into their blog accounts which will take them to the next level with finding a valuable resource and posting it in an easy location for others to find. All of these approaches will engage the students in learning and application of technology.

- ***Standard 8 - Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.***

Rationale: This lesson will meet Standard 8 through the use of a formative assessment which will demonstrate prior knowledge as well as retained knowledge from the previous lessons. This is important to ensure that students are retaining the knowledge they are given from previous lessons to ensure that they can apply the information to other areas or make connections to longer threads of learning. The summative assessment will illustrate the students command of the current lesson and the material covered in a way that allows for multiple learning styles to demonstrate knowledge.

Teaching and Learning Sequence:

Agenda:

Attendance/Students Settle In
 Hook
 Graphic Organizer
 14th Amendment
 15th Amendment
 Reconstruction
 Review unit material through current lesson
 Final clarifying questions/reflections on unit

As the students enter the room they will see a slide show of pictures of slaves, freed slaves and sharecroppers as music from field hands is playing on the speakers. The classroom will be arranged into two groups, similar to those from Lesson 2 where the students will randomly pick which side of the classroom they want to sit on. On the board will be the question, "How would you like all decisions to be made for you, with no input from yourself as an option?" The plan is for students to take the bait and jump to say that is how they are living now, with the parents making all the rules. The students will be given a graphic organizer during this time to fill out and complete as we go forward with the discussion on the Reconstruction Era. This is a perfect lead-in to the discussion for the Reconstruction and Martial Law being imposed by the Union Forces. (15 minutes) **Where, Why, Hook, Explore, Experience, Tailor: Linguistic, Musical, Spatial, Interpersonal**

Discussion will then progress to what effect the victory of the Union had on the Confederates. This will include the definitions of carpetbaggers, Jim Crow Laws, Black Codes, Martial Law, Segregation, Radical Republicans and the Freedman's Bureau. The class discussion will also include the impact of the 14th and 15th Amendments to the Constitution on life in the new South. The class will discuss how the Amendments tied together with the 13th Amendment and how the white southerners were able to avoid the implications through each. This influence and avoidance by the white southerners would last until after the Compromise of 1877 and well into the 20th Century. The students will be focused on how these laws have an impact on their lives currently and how they may have influenced their parents or grandparents more directly. Discussion will also include President Andrew Johnson and his legacy after succeeding President Lincoln and his plan for Reconstruction. Perhaps his biggest claim to fame is his impeachment trial. The class will then discuss the election of former General Ulysses S. Grant and what impact that had on the Reconstruction process and what changes were undertaken to the plan laid out by Presidents' Lincoln and Johnson. Following the Grant Administration's attempts at Reconstruction and the friction caused by many of the southern states being readmitted back into the Union comes the Compromise of 1877 and the election of Rutherford B. Hayes. The discussion of Reconstruction of the South will end with the withdrawal of Federal forces and the end of Martial Law, per the compromise. The students will be able to understand the long reaching effects and make some assumptions on where the lack of an overseeing presence in the South cost the former slaves, and what message that sent to them. (40 minutes) **Where, Why, What, Equip, Explore, Experience, Rethink, Revise, Evaluate, Organize, Tailor: Linguistic, Kinesthetic, Interpersonal, Intrapersonal**

The lesson will conclude with a wrap-up discussion of the events that led up to the Civil War, the major conflicts of the Civil War and the struggle with Reconstruction and rebuilding as one nation. The students will participate in the discussion and provide feedback to demonstrate what they have learned through this process and what long reaching effects the Civil War had a century after it had concluded. They will also have a better understanding of where the United States is involved today and the conflicts in Iraq and Afghanistan and what impact our presence will have in those countries. The students can draw some conclusions on what the potential outcome may be after our armed forces leave the area. It is in this area that the students will have the greatest impact. (15 minutes) **Experience, Rethink, Revise, Evaluate, Tailor: Interpersonal, Intrapersonal, Linguistic**

Reflection:

Name _____ Date _____

Five W's Chart

Fill in each row with details that answer the question.

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

Lesson 6 Summative Assessment

Jim Crow Laws: _____

Black Codes: _____

Freedman's Bureau: _____

Reconstruction: _____

Carpetbaggers: _____

Sharecroppers: _____

14th Amendment: _____

Segregation: _____

Short Response:

This image shows a full page of a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a guide for writing. There are no margins, text, or other markings on the paper.

Agreement between Landlord and Sharecropper

This agreement, made and entered into this 18th day of January, 1879, between Solid South, of the first part, and John Dawson, of the second part.

Witnesseth: that said party of the first part for and in consideration of eighty-eight pounds of lint cotton to be paid to the said Solid South, as hereinafter expressed, hereby leases to said Dawson, for the year A. D. 1879, a certain tract of land, the boundaries of which are well understood by the parties hereto, and the area of which the said parties hereby agree to be fifteen acres, being a portion of the Waterford Plantation, in Madison Parish, Louisiana.

The said Dawson is to cultivate said land in a proper manner, under the general superintendence of the said Solid South, or his agent or manager, and is to surrender to said lessor peaceable possession of said leased premises at the expiration of this lease without notice to quit. All ditches, turn-rows, bridges, fences, etc. on said land shall be kept in proper condition by said Dawson, or at his expense. All cotton-seed raised on said land shall be held for the exclusive use of said plantation, and no goods of any kind shall be kept for sale on any said land unless by consent of said lessor.

If said Solid South shall furnish to said lessee money or necessary supplies, or stock, or material, or either or all of them during this lease, to enable him to make a crop, the amount of said advances, not to exceed \$475 (of which \$315 has been furnished in two mules, plows, etc.), the said Dawson agrees to pay for the supplies and advances so furnished, out of the first cotton picked and saved on said land from the crop of said year, and to deliver said cotton of the first picking to the said Solid South, in the gin on said plantation, to be by him bought or shipped at his option, the proceeds to be applied to payment of said supply bill, which is to be fully paid on or before the 1st day of January, 1880.

After payment of said supply bill, the said lessee is to pay to said lessor, in the gin of said plantation, the rent cotton herein before stipulated, said rent to be fully paid on or before the 1st day of January, 1880. All cotton raised on said land is to be ginned on the gin of said lessor, on said plantation, and said lessee is to pay \$4 per bale for ginning same.

To secure payment of said rent and supply bill, the said Dawson grants unto said Solid South a special privilege and right of pledge on all the products raised on said land, and on all his stock, farming implements, and personal property, and hereby waives in favor of said Solid South the benefit of any and all homestead laws and exemption laws now in force, or which may be in force, in Louisiana, and agrees that all his property shall be seized and sold to pay said rent and supply bill in default of payment thereof as herein agreed. Any violation of this contract shall render the lease void.

[signed]

Solid South

John Dawson
X (his mark)

Excerpt from Nell Irvin Painter, *Exodusters: Black Migration to Kansas after Reconstruction*. New York: Alfred A. Knopf, 1977.

Lesson 6 Resources

<http://www.pbs.org/wgbh/amex/reconstruction/>
http://afroamhistory.about.com/od/reconstruction/a/timeline_recon.htm
<http://afroamhistory.about.com/cs/reconstruction/a/freedmensbureau.htm>
<http://www.pbs.org/wnet/jimcrow/>
<http://academic.udayton.edu/race/02rights/jcrow02.htm>
<http://www.jimcrowhistory.org/resources/resources.htm>
http://www.whitehousehistory.org/05/subs/05_a08.html
http://www.whitehousehistory.org/05/subs/05_a09.html
<http://www.merriam-webster.com/dictionary/segregation>
<http://www.u-s-history.com/pages/h127.html>
<http://caselaw.lp.findlaw.com/data/constitution/amendment14/>
<http://www.nps.gov/archive/malu/documents/amend15.htm>
http://websupport1.citytech.cuny.edu/Faculty/pcatapano/lectures_us2/sharecropping.jpg
http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=130
<http://thenagain.info/webchron/USA/1877Comp.html>